

Alma Elementary

213 Alma Street
Gaffney, SC 29340

Grades	K-5 Elementary School	
Enrollment	182 Students	
Principal	Jean B. Brewington	864-489-4742
Superintendent	Dr. William B. James	864-902-3500
Board Chair	Mrs. Sandra B. Greene	864-902-3542

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	51	52	3

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Average	Good	Yes
2005	Below Average	Good	Yes

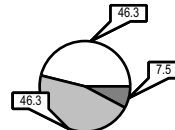
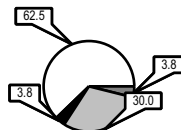
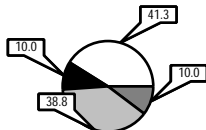
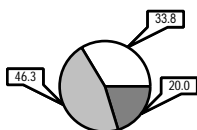
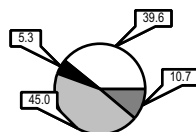
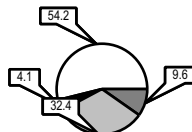
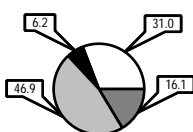
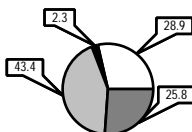
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

100.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	90	100.0	33.8	46.3	20.0	0.0	32.5	Yes	Yes
Gender									
Male	48	100.0	46.3	41.5	12.2	0.0	26.8		
Female	42	100.0	20.5	51.3	28.2	0.0	38.5		
Racial/Ethnic Group									
White	57	100.0	31.4	51.0	17.6	0.0	31.4	Yes	Yes
African American	30	100.0	42.3	34.6	23.1	0.0	34.6	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	73	100.0	24.6	52.3	23.1	0.0	38.5		
Disabled	17	100.0	73.3	20.0	6.7	0.0	6.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	90	100.0	33.8	46.3	20.0	0.0	32.5		
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	87	100.0	35.1	45.5	19.5	0.0	32.5		
Socio-Economic Status									
Subsidized meals	74	100.0	34.8	47.0	18.2	0.0	31.8	Yes	Yes
Full-pay meals	16	100.0	28.6	42.9	28.6	0.0	35.7		

Mathematics – State Performance Objective = 36.7%									
All Students	90	100.0	41.3	38.8	10.0	10.0	32.5	Yes	Yes
Gender									
Male	48	100.0	41.5	36.6	4.9	17.1	29.3		
Female	42	100.0	41.0	41.0	15.4	2.6	35.9		
Racial/Ethnic Group									
White	57	100.0	39.2	41.2	7.8	11.8	29.4	Yes	Yes
African American	30	100.0	46.2	30.8	15.4	7.7	34.6	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	73	100.0	33.8	41.5	12.3	12.3	38.5		
Disabled	17	100.0	73.3	26.7	0.0	0.0	6.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	90	100.0	41.3	38.8	10.0	10.0	32.5		
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	87	100.0	41.6	37.7	10.4	10.4	31.2		
Socio-Economic Status									
Subsidized meals	74	100.0	42.4	40.9	7.6	9.1	30.3	Yes	Yes
Full-pay meals	16	100.0	35.7	28.6	21.4	14.3	42.9		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	90	100.0	62.5	30.0	3.8	3.8	7.5
Gender							
Male	48	100.0	63.4	26.8	4.9	4.9	9.8
Female	42	100.0	61.5	33.3	2.6	2.6	5.1
Racial/Ethnic Group							
White	57	100.0	58.8	33.3	2.0	5.9	7.8
African American	30	100.0	65.4	26.9	7.7	0.0	7.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	73	100.0	56.9	33.8	4.6	4.6	9.2
Disabled	17	100.0	86.7	13.3	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	90	100.0	62.5	30.0	3.8	3.8	7.5
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	87	100.0	61.0	31.2	3.9	3.9	7.8
Socio-Economic Status							
Subsidized meals	74	100.0	65.2	27.3	4.5	3.0	7.6
Full-pay meals	16	100.0	50.0	42.9	0.0	7.1	7.1

Social Studies							
All Students	90	100.0	46.3	46.3	7.5	0.0	7.5
Gender							
Male	48	100.0	51.2	41.5	7.3	0.0	7.3
Female	42	100.0	41.0	51.3	7.7	0.0	7.7
Racial/Ethnic Group							
White	57	100.0	47.1	47.1	5.9	0.0	5.9
African American	30	100.0	50.0	38.5	11.5	0.0	11.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	73	100.0	40.0	50.8	9.2	0.0	9.2
Disabled	17	100.0	73.3	26.7	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	90	100.0	46.3	46.3	7.5	0.0	7.5
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	87	100.0	48.1	44.2	7.8	0.0	7.8
Socio-Economic Status							
Subsidized meals	74	100.0	47.0	43.9	9.1	0.0	9.1
Full-pay meals	16	100.0	42.9	57.1	0.0	0.0	0.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	33	100.0	34.4	34.4	28.1	3.1	31.3
	4	46	100.0	38.6	43.2	18.2	N/A	18.2
	5	41	97.6	20.0	60.0	20.0	N/A	20.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	28	100.0	38.5	38.5	23.1	0.0	23.1
	4	25	100.0	50.0	20.0	30.0	0.0	30.0
	5	37	100.0	20.6	67.6	11.8	0.0	11.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	33	100.0	31.3	46.9	18.8	3.1	21.9
	4	46	100.0	38.6	43.2	11.4	6.8	18.2
	5	41	97.6	22.5	57.5	15.0	5.0	20.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	28	100.0	42.3	46.2	7.7	3.8	11.5
	4	25	100.0	40.0	35.0	10.0	15.0	25.0
	5	37	100.0	41.2	35.3	11.8	11.8	23.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	28	100.0	65.4	30.8	3.8	0.0	3.8
	4	25	100.0	40.0	50.0	5.0	5.0	10.0
	5	37	100.0	73.5	17.6	2.9	5.9	8.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	28	100.0	61.5	34.6	3.8	0.0	3.8
	4	25	100.0	35.0	50.0	15.0	0.0	15.0
	5	37	100.0	41.2	52.9	5.9	0.0	5.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 182)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.0%	Down from 1.3%	3.8%	3.0%
Attendance rate	97.2%	Up from 97.0%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	4.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	3.8%	3.2%
Eligible for gifted and talented	9.7%	Down from 14.6%	6.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	3.2%	Up from 1.3%	8.1%	8.2%
Older than usual for grade	0.0%	Down from 0.4%	1.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 23)				
Teachers with advanced degrees	47.8%	Down from 50.0%	50.0%	52.6%
Continuing contract teachers	69.6%	Down from 87.5%	80.6%	83.3%
Highly qualified teachers	90.5%	Up from 90.0%	93.6%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	1.1%	0.0%
Teachers returning from previous year	83.3%	Down from 89.8%	85.2%	87.0%
Teacher attendance rate	96.0%	Up from 95.7%	94.9%	95.0%
Average teacher salary	\$37,676	Down 5.3%	\$40,734	\$41,703
Prof. development days/teacher	26.8 days	Up from 22.4 days	12.8 days	12.8 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	15.0 to 1	Down from 18.9 to 1	17.4 to 1	18.8 to 1
Prime instructional time	88.2%	Down from 89.4%	89.5%	89.8%
Dollars spent per pupil*	\$7,959	Up 24.7%	\$6,827	\$6,242
Percent of expenditures for teacher salaries*	58.1%	Up from 57.9%	64.1%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	Down from Good	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	85.7%		89.4%	
Highly qualified teachers in high poverty schools	96.1%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The parental and community support of Alma Elementary School was evident in their cooperation during the 2004-2005 school year. On-site construction was continuous throughout the year, but teachers, staff, parents, and community volunteers remained focused on the academic and safety needs of the students. Traffic patterns, school entrances, and office areas altered several times over the course of the year, yet, parents and community partners embraced the changes with little or no confusion each and every time. Teachers are commended for setting clear expectations enabling students to strive and to meet academic goals in the midst of the construction turmoil.

The students successfully met AYP, and joyfully accepted the Palmetto Silver Award for academic achievement with an absolute rating of average and an improvement rating of good. Teacher and staff accomplishments included participation in numerous courses and staff development activities. Mrs. Amie Sullivan was named Alma's "Teacher of the Year" while Ms. Kim Camp received double honor as the school's and district's "Distinguished Reading Teacher of the Year." Our parents and community volunteers enjoyed the first-time success of a new reading initiative known as P.A.R.T. (Parents and Partners Are Readers Too). Each month volunteer readers read numerous books to students emphasizing the importance of reading as a vital part of their lives.

Much of the success can be contributed to continuous involvement in state and federal initiatives, which focus on teacher effectiveness and student achievement. These experiences provide opportunities to participate in focused study groups designed to improve teacher skills and instructional strategies; as well as, staff development with emphasis in both reading and math.

Continued successes should be evident in the coming year due to the first year's completion as a year-round school. As opposed to a traditional calendar, year-round schooling provides students with continuous learning and timely remediation. In addition to the year round calendar, administration, faculty, and staff reaped the benefits of the first year of implementation of the Reading First grant. With intervention resources, math training, and clear expectations of students, staff, and teachers in place, Alma students will continue to achieve excellence.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	19	36	22
Percent satisfied with learning environment	100.0%	91.7%	86.4%
Percent satisfied with social and physical environment	94.7%	86.1%	76.2%
Percent satisfied with school-home relations	66.7%	97.2%	81.8%

*Only students at the highest elementary school grade level at this school and their parents were included.